

Planning Instruction and Designing Learning Experiences for all Students

	Beginning	Emerging	Applying	Integrating	Innovating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Uses available materials and resources for academic lessons with some attention to students' interests and learning needs.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests, and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs, to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.
Establishing and articulating goals for student learning	Goals for lessons may be identified for students. Activities for lessons are explained.	Communicates expectations for student learning in most lessons.	Articulates and links goals to instructional activities. Maintains high expectations when setting goals for students.	Ensures that students understand short- and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short- and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.
Developing and sequencing instructional activities and materials for student learning	Develops lessons to address a particular concept or skill utilizing available resources.	Develops most concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills and considers linguistic and instructional needs.	Develops and sequences lessons appropriate to subject matter complexity and interrelatedness to ensure student learning.	Sequences instruction to help students synthesize and apply new knowledge and make connections within and across subject matter areas.

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Designing short-term and long-term plans to foster student learning	Plans for daily lessons and activities based on available materials, curriculum outlines, and student content standards.	Plans for daily and weekly lessons with attention to unit/ short-term goals and student content standards.	Develops short- and long-term plans that organize and link goals with learning activities and student content standards.	Designs and sequences short- and long-term plans appropriate to the content. Plans integrate goals, student content standards, and learning activities.	Designs short- and long-term plans that are comprehensive and cohesive across the content.
Modifying instructional plans to adjust for student needs	Follows lessons as planned.	Adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusions.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to inform modifications of lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to inform modifications of lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.